ONTARIO DEPARTMENT OF EDUCATION

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Ontario Secondary School Radio Broadcasts

SEPTEMBER 1965

APRIL 1966

PROGRAMS PRESENTED BY THE ONTARIO DEPARTMENT OF EDUCATION IN CO-OPERATION WITH THE CANADIAN BROADCASTING CORPORATION

FOREWORD
From The
MINISTER

An Invaluable Aid

The Ontario Department of Education has been providing school radio broadcasts for nearly a quarter of a century. Beginning in a small way in the early 1940's with a series of music programs, this service has grown and expanded until to-day broadcasts are offered for a half hour daily, Monday to Thursday, from the last week of September until the week prior to Easter. Some series included are made available through the British Broadcasting Corporation.

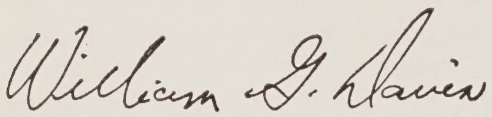
The schedule of broadcasts is planned and prepared by the Departmental Radio Committee working in close co-operation with the School Broadcasts and Youth Programming Branch of the Canadian Broadcasting Corporation. The programs are carried across the province through the courtesy of the network of Canadian Broadcasting Corporation and private stations. This co-operation is greatly appreciated.

In addition to the Ontario broadcasts, Canadian School Broadcasts are provided on Fridays. These programs of a national nature are proposed to the Canadian Broadcasting Corporation by members of the National Advisory Council at an annual planning meeting each fall.

Information about the 1965–66 broadcasts is contained in this manual. It is my sincere hope that this enlarged publication outlining in greater detail than previously the aims, content, suggested related activities and some related aids for each series will be more useful to all teachers who use radio broadcasts as a supplement to the on-going classroom program.

I suggest that each teacher study the manual closely and choose only those programs that can contribute to the grades and age levels of the class. These presentations have been planned and produced by experts in the educational and broadcasting fields to assist teachers in their profession. Properly introduced and used with students whose imagination has been trained to listen, school broadcasts do offer a tremendous amount of useful information to add to that gained from reading books, watching films, viewing television or from any other teaching aid used to make learning more interesting and lasting.

I urge you, then, to make full use of radio broadcasts. Through the medium of radio and through the co-operation and facilities of the Canadian Broadcasting Corporation and its network, the Department of Education is providing and promoting a service of enriching the learning experiences of students in the schools of Ontario. May you find these programs both enjoyable and instructional.



MINISTER OF EDUCATION
August, 1965

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Suggestions for Radio Listening and Effective Utilization

A school broadcast is not a substitute for teaching, but is intended to supplement and enrich classroom work. In consultation with classroom teachers, authorities in the various subjects dealt with, have prepared the programs listed in this manual. Their success depends on the way in which they are handled by the teacher and students in the classroom. There are no hard and fast rules for using a broadcast: the teacher is advised to experiment, on the basis of the suggestions given here.

CONDITIONS OF LISTENING

Remember that there is such a thing as good and poor listening. Listening is a faculty which can be encouraged by suitable surroundings and improved by practice. The physical surroundings of a broadcast include the set-up of the classroom itself as well as the quality of the sound that comes out of the loudspeaker.

Listening in a school auditorium or in a corridor has been found by experience to be less satisfactory than listening in one's own classroom. Distractions of all kinds, especially noises from outside, should be avoided. Movement inside the classroom during the broadcast should be kept to a minimum.

The radio receiver should be checked beforehand to make certain that it is in good working order. It should have a loudspeaker of sufficient size, with adequate volume, to ensure classroom listening without strain or distortion. Tune in early to the station carrying the program and adjust the volume to suit the ears of all present both at the front and the back of the classroom.

BEFORE THE BROADCAST

This manual gives essential information about each series as well as a brief outline of the contents of each individual program. It is recommended that the teacher study the outlines before the program to gain a clearer idea of how it can be related to the current work of the class.

Before the broadcast begins, the teacher should display any available pictures, maps or diagrams that are likely to help the pupils follow the program. New or difficult words or names that may occur in the program should be written on the chalkboard. When announcing the title of the presentation, the teacher should discuss its main theme and explain the reason for listening.

DURING THE BROADCAST

Not all students are naturally good listeners. Some learn faster with their eyes than their ears and vice versa. Some find it difficult to focus full attention on a loudspeaker; others are easily distracted from it. Generally, the class will reflect the interest and sincerity shown by the teacher in listening. Sometimes the teacher may find it helpful to make notes, but it is usually not desirable for the students to do so.

A broadcast should be regarded as a listening experience which is intended not so much to inculcate facts as to stimulate the imagination and widen the outlook and interests of the students. The teacher should closely watch the class reactions to the program to determine the most effective way of following it up.

AFTER THE BROADCAST

A good broadcast is rarely complete in itself. It needs a follow-up, by the teacher, to clinch its conclusion. Such follow-up may be completed during the same lesson period or extended over later periods.

It is a good idea to find out, right away, whether the broadcast was considered useful or not, and why. In this way you can train your students to listen critically and with discrimination.

A quiz or question-and-answer period is probably the commonest form of follow-up. But too rigid testing is liable to spoil the pleasure of listening.

Discussion of the content of the broadcast should arise naturally out of the interest shown by the class. If nothing obvious suggests itself, you can draw on the comments and suggestions given in the manual. These are likely to include suggestions for further reading, preparation of maps and scrapbooks, art work and committee assignments for further investigation.

The impression left by most broadcasts can be made more vivid and lasting by the use of other audio-visual aids, usually at a later period. For example, Music broadcasts can be supplemented with phonograph records. Programs dealing with Social Studies (History, Geography and Current Events), Science and Literature can be supplemented with films, filmstrips and still pictures. The manual gives, after most series, a recommended list of some aural and visual aids.

Films bearing a code number may be obtained from the Audio-Visual Section, Department of Education, 559 Jarvis Street, Toronto 5, Ontario. Filmstrips, recordings and non-projected aids can be secured from the dealers listed in this manual. *Do not* apply to the Audio-Visual Section for these related aids. Recommended books are usually available at public libraries.

Guidance

INTERMEDIATE DIVISION (GRADES 9-10)
TUESDAYS, 11:00–11:22 A.M.

While the Guidance broadcasts are directed primarily to Grades 7, 8, 9 and 10, some of the topics are quite suitable for Grade 12. The first broadcast, *Know Yourself*, for example, is an important topic in the Grade 12 course and could be used appropriately with students of this grade.

The aims of this series are several:

1. To provide a basis for class discussion by introducing dramatic situations with which students can readily identify.
2. To provide information about topics of current interest to teen-agers.
3. To stimulate interest and, hopefully, to encourage guidance teachers and guidance classes to further investigation of topics of vital concern to adolescents.
4. To provide a framework for further exploration and discussion as the guidance classes meet weekly for the balance of the school year.

It is not the intention of these programs to settle all, or even many, of the problems raised. Rather, it is hoped to raise issues, suggest alternatives and present situations with which students can readily identify and then leave the matter for the students to work out to their own satisfaction.

1. *September 28* . . . KNOW YOURSELF

This broadcast deals with self-appraisal and self-acceptance. Each individual to be successful, must be able to assess realistically his abilities and limitations. It is equally important to accept one's abilities and limitations without rationalizing or otherwise avoiding facts.

2. *October 5* . . . FOUR YEARS TO SUCCESS

The new four-year programs in secondary schools, especially the four-year Arts and Science program is dealt with in this presentation. It discusses the aims and purposes of these new courses and shows where they lead in terms of employment, further education or training.

3. *October 12* . . . WHY CAN'T I DO THAT?

Students frequently resent authority and tend to flaunt rules and regulations. Their urge for independence makes them impatient with restrictions. It is difficult for them to learn to relate to other people and to co-operate and yet preserve self-reliance and individuality. This broadcast deals with conformity, teen-age idealism and identification with the group.

4. *October 19* . . . EXPANDING JOBS FOR WOMEN

Too frequently girls think in terms of a few time-honoured jobs such as nursing, teaching and secretarial work. To-day women are entering many new and important fields of employment. This program deals with some of the new and interesting jobs that women are now entering.

RELATED ACTIVITIES:

In order to make the best use of these broadcasts, the guidance teacher should lead up to the series with one or two lessons on such topics as "Growing Up", "How We Are Different" and "Self-Appraisal". Each course in guidance has a number of such topics with suggested references and other related materials. The teacher should listen to the broadcast carefully and make notes for later discussion with the class. The class should be encouraged also to write down any points they would like to raise later in discussion. Some of these discussions may well be extended over more than one class period. The class should be encouraged to ask other people (parents, friends, employers) for their opinions about matters discussed in the broadcast. Frequently students have access to tape-recorders and can bring back to the class actual opinions of persons interviewed.

The program *Know Yourself* should be related to data available to the students in guidance interviews – school marks, test results and additional data available from the cumulative record folders and other sources.

Four Years to Success should be interpreted in terms of local courses available and local job opportunities and post-graduate training.

Why Can't I Do That? may be discussed in terms of local rules and regulations, or in terms of problems of dress, deportment, or conduct raised by the students.

Expanding Jobs for Women might lead to a survey of job opportunities for girls in the local area and to visits or discussions with local employers or professional women working at various jobs in the community. It could lead to investigations of job outlets from several universities and other schools of higher education to discover the area of employment open to the women graduates from these seats of learning.

RELATED AIDS:

FILMS

G-12 – *Finding Your Life's Work*
G-56 – *Feeling Left Out*
G-44 – *Making the Most of School*
G-64 – *School Activities and You*

G- 75 – *Making Friends*
G-100 – *What About School Spirit*
G-101 – *You Can Go A Long Way*
T- 72 – *A Vital Decision*

About Guidance

INTERMEDIATE DIVISION (GRADES 9-10)
TUESDAYS, 11:22–11:30 A.M.

Short talks or discussions will follow the broadcasts listed above. While these are meant generally for adult listening, they should be of particular interest to the parents of students in Grades 7-8.

The dates are September 28 and October 5, 12 and 19.

Behind the News

INTERMEDIATE DIVISION (GRADES 9-10)
FRIDAYS, 11:00–11:08 A.M.

A continuation of this series of many years' duration is extended throughout the spring with the exception of four weeks in February. As in the past, these presentations will be planned to increase the listener's interest in, and understanding of important events of news. Students should have maps available for references during the broadcasts. (See *Calling Young Canada* for details.)

Classics

INTERMEDIATE AND SENIOR
DIVISIONS (GRADES 10-13)
TUESDAYS, 11:00–11:15 A.M.

Four of the programs in the Classics series are planned to provide interesting information in dramatic form for both the beginning and the advanced student of Latin. The fifth broadcast will be readings of Latin poetry and prose designed to be of value to all grades studying this subject.

1. *October 26* . . . THE VERNACULAR LANGUAGES

A brief account of the fascinating story of the emergence of the modern Romance Languages from Latin will be presented in this program. Rome has left the world many legacies. We might call the Romance languages a "linguistic legacy".

2. *November 2* . . . THE STORY OF HANNIBAL AND ROME (Part 1)

The great Mercantile Empire of Carthage which controlled the Western Mediterranean and Sicily and Sardinia, meets Rome headlong in a conflict of interests in Messana, Sicily. The first Punic War now begins (264-241 B.C.). The results are of tremendous importance: Rome becomes a sea-power and acquires her first province.

3. *November 9* . . . HANNIBAL SUCCUMBS TO SCIPIO AFRICANUS (Part 2)

Sworn to eternal hatred toward the Romans, Hannibal in 218 B.C. crosses the Alps and inflicts on the Romans a defeat of unparalleled magnitude at Cannae (216 B.C.). The perseverance of the Senate and the people of Rome, however, carry the war to Africa and Hannibal is defeated at Zama in 202 B.C.

4. *November 16* . . . MARINE ARCHAEOLOGY

Man is not content to go to the moon. He must plunge into the depths of the sea. At the bottom there is treasure—ancient ships with their fabulous cargoes and more recent sea-going vessels with untold wealth in their holds. This is the story of man's latest adventure in his explorations of the unknown underwater world.

5. *November 23* . . . HORACE AND VIRGIL (Latin Readings)

Poetry is meant to be read aloud. Hearing is understanding—the more we hear the more we grasp the beauty of words set in rhythmical mosaic.

RELATED AIDS:

NON-PROJECTED

BOOKS

Program 1

The Romance Languages, W. D. Elcock (Faber and Faber)
The French Language, A. Ewart (Faber and Faber)
From Latin to Italian, C. H. Grandgent (Harvard University Press)
The Spanish Language, W. J. Entwhistle (Faber and Faber)

Program 2

Enemy of Rome, L. Cottrell (Pan Books Ltd.)
Hannibal, H. Lamb (Bantam Books)
Alps and Elephants, Sir G. de Beer (Geoffrey Bles. – London)
Daily Life in Carthage, Chas. Picard (Allen and Unwin)

Program 3

The Silent World, J. I. Cousteau (Harper – New York)
The Living Sea, J. I. Cousteau (Hamilton – London)
The Story of Underwater Archaeology, R. Silverberg (Chilton–Philadelphia)
The Lost Ships, P. Throckmorton (Little, Brown)

Program 4

Latin Scansion for Schools, H. A. B. White (Blackie and Son)
An Introduction to the Hexameter, C. G. Cooper (Macmillan)
Prosodie Latine, J. Lejard (Gigord, Paris)
A First Latin Verse Book, W. E. P. Pantin (Macmillan)

RECORDINGS

Classical Prose and Poetry Extracts – The Linguaphone Institute, Montreal
Readings in Greek and Latin Poetry – Mario Casalini Ltd.,
1519 Pine Ave. West, Montreal
The Latin Language – Folkways Records FL 9972 (Local dealers)

Geography

INTERMEDIATE DIVISION (GRADE 9)
TUESDAYS, 11:15–11:30 A.M.
MAN IN AFRICA

Cultural geography deals with man's occupancy of the Earth's crust. Not everywhere has he utilized his environment fully or correctly. Can Earth provide sufficient food for its growing population? Can standards of living be raised? Two factors control the answers to these questions – the natural setting and man's level of technology.

The programs this year focus on Africa. Here is an emerging continent, one of contrasts where man's control over nature varies greatly. An attempt will be made to observe and analyse five stages of development. In each case the interplay between physical conditions and cultural levels will be stressed.

1. *October 26* . . . ADAPTATION – THE PYGMIES

The pygmies are collectors and hunters. Their influence on the environment is imperceptible. Tools are primitive and population density low. Yet these nomadic people exist where most Canadians would perish within days. The program illustrates how a group is able to adapt and adjust to a variety of situations and conditions in which it finds itself located.

2. *November 2* . . . DOMESTICATION – THE MASAI

The Masai are herders and cultivators. They have domesticated some animals and plants. Tools are more numerous and more skilfully made. Basic articles

such as pottery are produced. Population is moderately high and permanent settlements appear. This program presents the background of a tribe whose resourcefulness begins to utilize the natural wealth of the land.

3. *November 9* . . . DIVERSIFICATION – THE FELLAHIN

   The Fellahin are husbandmen. In this situation food production is high because of improved production methods. Surplus foods allow a small non-agrarian segment of society to perform specialized services in the community. This broadcast gives the account of one of the densest rural populations on earth.

4. *November 16* . . . MECHANIZATION – THE WHITES OF SOUTH AFRICA

   Machines help produce food and goods in large and varied amounts. Manual labour is replaced with electrical power. The agrarian population is now a minority group. Urban life dominates and economic activities expand to encompass international activities. In this program, the highest level of development in Africa is depicted.

5. *November 23* . . . AUTOMATION – A CANCER OR PANACEA?

   This stage of society is not present in Africa. Indeed only the initial stages are evident in North America and Europe. The final presentation outlines the nature of automation and speculates on the possible effects this highest level of technology will have on man's search for contentment and survival.

RELATED ACTIVITIES:

The following are suggestions of follow-up activities that could enlarge upon and develop further the facts and information presented in the broadcasts:

1. Make an inventory of natural resources within various climatic regions.
2. Prepare a comparative development in areas with similar environment.
3. Conduct a study of social and economic functions in each stage of technology.
4. Discuss "possibilism" and "determinism".
5. Prepare maps to show world climate, population and other information.

RELATED AIDS:

FILMS

SS-584 – *African Continent: Tropical Region*
SS-590 – *Continent of Africa: Land Below the Sahara*
SS- 48 – *People of the Congo*
SS-411 – *The Union of South Africa (Its Land and People)*

FILMSTRIPS

Nomads of the Jungle – CARMAN
East Africa – C. G.
Diamond Mining – CARMAN
(*Source of filmstrips*
Carman Educational Associates Ltd., Box 64, Pine Grove, Ontario.)

NON-PROJECTED

Books and Publications

The Lesson of the Pygmies, January 1963 – Scientific American
The Masai, 1964 – McGraw-Hill
Cotton Farm in the Gezira, 1962–Sample Studies–Geographical Association
South Africa Scope, July-August 1961
A History of Technology, Press 1954 – Oxford University Press
The New Societies of Tropical Africa – Oxford University Press
Focus on Geographic Activity (a collection of original studies) – McGraw-Hill
Our Primitive Contemporaries – Macmillan

How Do You Say Hello?

INTERMEDIATE DIVISION (GRADE 9)
FRIDAYS, 11:08–11:30 A.M.

Using material recorded on the spot, the programs in this series have been planned and prepared by the Canadian School Broadcasts to provide vivid glimpses of aspects of life in four centres in central and south-east Asia. The broadcasts are planned to promote interest on the part of Canadian children in life and people in other parts of the world and to augment international good-will. (See *Calling Young Canada* for details.)

1. *October 29* . . . KORANGI

Korangi is a "township" near the City of Karachi, in West Pakistan, built by the Pakistani Government to house the thousands of homeless refugees who came to the city after 1947, the year in which the country came into being. Our friend, Winnifred, the daughter of a UNICEF worker, takes us on a tour of Korangi, where we talk with a brother and sister about their life.

2. *November 5* . . . COUNTRY IN THE CLOUDS

Nepal, the small nation to the north of India at the foot of the Himalayas, has an ancient culture which has been uninfluenced by the presence of Western man up to the present time. Narayan, the son of a general in the Queen's body-guard, conducts us through some of the exotic temples of Kathmandu, the capital.

3. *November 12* . . . CONVERSATION IN KUALA LUMPUR

Bakar is an eleven-year old blind boy who attends a school for sighted children in the capital city of Malaysia. He and his school chums describe their activities in and out of class.

4. *November 19* . . . A DAY IN TEIPEI

In the capital city of Nationalist China we visit a school where students are so expert at doing arithmetic problems on the abacus that they rival the speed and accuracy of the computer. Rita, our young hostess, also takes us to an opera school for boys and girls and we finish our "day" at a Buddhist Temple.

RELATED ACTIVITIES:

Students could be encouraged to use their atlases or the wall map to locate the particular area featured in each broadcast. Research to learn more about these people and their way of life would make interesting and rewarding projects.

RELATED AIDS:

FILMS

SS-344 – *Pakistan*
SS-354 – *Boy of India*
SS-177 – *The Malay Peninsula*
SS-356 – *China: The Land and The People*

Senior English

SENIOR DIVISION (GRADES 11-13)

TUESDAYS, 11:00–11:30 A.M.

Although the subject matter of these broadcasts is drawn directly from the Grade 13 Literature prescription, it nonetheless reflects the interests of Grades 11 and 12 and touches on their courses in many places.

1. *November 30* . . . ENGLISH POETS OF THE TWO WARS

The reactions of a generation of British poets to World War I are shown in readings of poems by Thomas Hardy, Wilfred Owen, Laurence Binyon and Siegfried Sassoon. Their youthful idealism gives way to shocked revulsion over the meaninglessness of man's suffering. The poems of World War II poets Stephen Spender, Day Lewis, W. H. Auden and Louis MacNeice show them expressing their disillusionment, learned from the depression and the political

stupidities of the thirties, against war in general, in verse that is more realistic and more sophisticated than that of their forerunners.

The poems are selected from such anthologies as "Poems to Remember" and "New Horizons".

2. *December 7* . . . TUSCAN VILLA (Symbol of a dying age)

Poet and novelist Douglas LePan's poem is set in its time and place in the Italian Campaign of World War II by means of a brief introduction and a dramatic reading which will help students to an easier understanding of its feeling and meaning. Mr. LePan's current novel, *The Deserter*, and his volume of war poems, *The Net and the Sword*, (published by McClelland and Stewart and Clarke Irwin respectively) are readily available for the student's further reading.

3. *December 14* . . . D. H. LAWRENCE (A nostalgic satirist)

Lawrence's poem, *Piano*, and his short story, *The Rocking Horse Winner*, are discussed with reference to some of the themes common to much of the author's works.

A prior reading of these works by the student would greatly enhance the program's impact on him.

4. *January 4* . . . MACBETH (A study of its visual imagery and special stage-effects)

In the framework of an imaginary initial discussion and run-through of scenes being prepared for a night-time court production of *Macbeth*, Shakespeare, Burbage and others of the cast talk over the special staging, costuming, properties and political interpolations occasioned by the command performance of August, 1606. Particular reference material for this broadcast may be found in Kenneth Muir's introduction and notes for the New Arden edition of *Macbeth*, (Ryerson), in Henry M. Paul's book, *The Royal Play of Macbeth*, (Putnam, 1950), and Dover Wilson's introduction to the New Cambridge edition of *The Tragedy of Macbeth*, (Macmillan).

5. *January 11* . . . IMAGE AND THEME IN THE MAYOR OF CASTERBRIDGE

A discussion of Hardy's metaphorical use of the details of nature, the colours, the history and the architecture of Dorchester and its surroundings in *The Mayor of Casterbridge* and in his poems will follow conversations recorded by John Middleton Murray, when he visited Hardy and his wife in 1919 at Max Gate, in *Katherine Mansfield and Other Literary Portraits*, (Peter Nevill Ltd. 1949).

The poems read in the broadcast, including *The Darkling Thrush* and other bird poems, are from *Collected Poems of Thomas Hardy*, (Macmillan, Toronto) which also includes the seven poems, *At Casterbridge Fair*, and *Wessex Poems*, all useful background for the novel. Douglas Brown's *Hardy: The Mayor of Casterbridge*, (Macmillan, Toronto), and Caedmon's LP redording *The Poetry of Thomas Hardy* read by Richard Burton (TC 1140) are further useful supplements to the study of the novel and verse.

6. *January 18* . . . THE CANADIAN AUTHOR
(His problems and rewards)

"Canada has much more land than she has people, and it is the land that gives the people their identity." This is both the comfort and the curse of the native-born, creative artist. Since his imagination draws its very life from his childhood world and since his artistic communication can only truly be to those who share that world–other Canadians–his audience is too sparse to support him adequately with either financial or appreciative response. Mr. Sinclair Ross, author of the novel *The Well* (Macmillan, Toronto) and numerous short stories, discusses these themes and illustrates them with readings from the short story *One's A Heifer*.

BIBLIOGRAPHY

Tuscan Villa (from The Net and the Sword) – Douglas Le Pan (Chatto and Windus)

Piano – D. H. Lawrence (Laurence Pollinger Limited)

One's A Heifer – Sinclair Ross (Macmillan Co. of Canada Ltd.)

Arms and the Boy (from Collected Poems of Wilfred Owen) – Wilfred Owen (Chatto and Windus)

Channel Firing (from Collected Poems of Thomas Hardy) – Thomas Hardy (Macmillan Co. of Canada Ltd.)

Futility (from Collected Poems of Wilfred Owen) – Wilfred Owen (Chatto and Windus)

For the Fallen – Laurence Binyon (Society of Authors)

The Burning of Leaves – Laurence Binyon (Society of Authors)

The Misfit – C. Day Lewis (Jonathan Cape Limited)

The Average – W. H. Auden (Curtis Brown Limited)

Snow – Louis MacNiece (David Higham Associates Ltd.)

The Mayor of Casterbridge (from Collected Poems of Thomas Hardy) – Thomas Hardy (Macmillan Co. of Canada Ltd.)

The Darkling Thrush (from Collected Poems of Thomas Hardy) – Thomas Hardy (Macmillan Co. of Canada Ltd.)

Essay: Thomas Hardy (from Katherine Mansfield and Other Literary Portraits) – John Middleton Murray (Burns and Maceachern)

Christmas in Saskatchewan

FRIDAY, DECEMBER 17

11:00–11:30 A.M.

Choirs from schools in Saskatchewan will be featured in the annual program of Christmas music and carols. Students are invited to listen and to participate wherever possible in this festive broadcast. (See *Calling Young Canada* for details.)

Senior History

SENIOR DIVISION (GRADES 12-13)

TUESDAYS, 11:00–11:30 A.M.

GREAT MEN OF THE NINETEENTH CENTURY

Does history make the man or does man make history? There is probably no answer to this question, for it assumes a black-and-white sort of logic, a logic which cannot be applied to history with a high degree of validity. History is full of great men and outstanding events. The contact between the two is one of intimate inter-relationship.

The Nineteenth Century produced many outstanding characters, all of whom had a profound effect upon the course of history not only in their own time but long after their death. We, in the Twentieth Century, are the recipients of their legacy. This series of broadcasts aims to highlight the lives and works of five men and will evaluate their impact on the world of their day and upon our present world.

Provocative questions which may readily lead to classroom discussions will be left with the listener of these broadcasts.

1. *January 25* . . . METTERNICH

   With the tempest of the Napoleonic wars and the French Revolution over by 1815, the frightened kings of Europe crept out of the shadows to again warm themselves under the sun of absolutism and stability. To Metternich this meant the restoration of legitimate monarchs to their rightful thrones. In this program the brilliance of the Austrian chancellor will be displayed in his handling of such difficult problems as revolutions in other European countries (i.e. the Germanies) and his dazzling mastery over the rulers of Europe. Although Metternich always claimed that his sole purpose in life was to maintain the Hapsburgs on the Austrian throne, others see him as an evil genius and a narrow-minded political opportunist who merely directed the natural reactionary tide of events following 1815. We will be left with the questions of the justification of his objectives and the legacy of his brand of ultra-conservatism.

2. *February 1 . . .* BISMARCK

As a member of the Prussian Junker class, Bismarck early came to the conclusion that it was Prussia's destiny to rule over a united Germany. Manoeuvred wars, Machiavellian philosophy and blood and iron were weapons in his arsenal which he used well, as this program will show. In addition, the provocative question of his militaristic legacy will be touched upon.

3. *February 8 . . .* MARX

The European environment in which Marx lived convinced this man that the situation was so desperate that only the violent overthrow of existing governments could possibly improve conditions for the average man. His philosophy, as put forward in *THE COMMUNIST MANIFESTO* and his economic theories as stated in *DAS KAPITAL* will be outlined in this broadcast. In addition, the impact of Marx's writings on his own society and on later generations will be evaluated.

4. *February 15 . . .* LINCOLN

The problems of division and the passions of hatred which Lincoln sought to control are still present in the United States to-day. This presentation will examine the beliefs of this president of the United States as seen in his famous campaign debates with Stephen A. Douglas and will study his actions in the years immediately preceding and during the Civil War. His legacy, a controversial point overshadowed by legends, will come under careful study and will be applied to present problems in the United States.

5. *February 22 . . .* DISRAELI

From an unsuccessful academic career to prime minister of the leading nation of his era is the almost implausible story of this strange man in the bottle-green vests. However, deep in his background lay the teachings of the Hebrew prophets concerning social justice and this was to influence much of the work undertaken by Disraeli. Almost by way of paradox, however, he was also an imperialist as we shall see during the course of this broadcast. Nevertheless, the fact that he wove a liberal philosophy into the fabric of British life is undeniable, as is the truth of the statement that under him the British Empire reached almost its greatest extent.

RELATED ACTIVITIES:

Preparation for these broadcasts might include:

1. Discussion of such terms as liberalism, nationalism, conservatism, reactionary, bourgeoisie, proletariat and dictatorship.

2. Discussion of the impact of the French Revolution and the Napoleonic era on the European status quo; the political and economic situation in the Germanies 1815-1848; the role of Metternich in German affairs prior to 1848; the political and economic environment of Europe in which Marx lived and wrote; the growth of slavery in the United States; the concept of "states' rights"; the political and economic changes that have taken place in Great Britain since 1800.

It is suggested that following each program, there should be further discussion to find answers to questions such as these:

1. Can you justify Metternich's actions?
2. Did Bismarck burn a tradition of militarism on the character of the German people?
3. To what extent was Hitler cast in the Bismarckian mold?
4. To what extent was Marx a prophet, an historian, an economist and a philosopher?
5. Was Lincoln truly "The Great Emancipator"?
6. What trends furthered by Disraeli have been pursued by British statesmen and politicians in the twentieth century?
7. Can Disraeli be regarded as a *great* Prime Minister?

RELATED AIDS:

FILMS

SS-433 – *The Napoleonic Era*
SS-470 – *Germany: Feudal States to Unification*
SS-248 – *Abraham Lincoln*
SS-306 – *The Civil War*
SS-461 – *English History: Nineteenth Century Reforms*
SS-233 – *English Influences in the United States*

NON-PROJECTED

BOOKS

The Course of Europe Since Waterloo, W. P. Hall, W. S. Davis
Europe Since Napoleon, D. Thomson
Patterns in Time, B. Snell et al
Marx and the Marxists, S. Hook (Anvil)
Metternich, A. Herman
The American Political Tradition and the Men Who Made It, R. Hofstadter (Vintage)
The Course of German History, A. J. P. Taylor
British Prime Ministers of the 19th Century, J. H. Park

Shakespeare

SENIOR DIVISION (GRADES 11-13)

FRIDAYS, 11:00–11:30 A.M.

PATTERNS IN HAMLET

A series of four 30-minute programs on Hamlet will be presented by the Canadian School Broadcasts. The series will examine aspects of the character, structure and language of the play. The presentations will consist of different points of view and interpretations of each topic, supported by dramatizations and speeches. (See *Calling Young Canada* for details.)

1. *February 4* . . . THE TRAGIC HERO

This program will illustrate the concepts of "tragedy" and "hero" and show that for the actor the role of Hamlet is as varied as life itself. Taking the role of Hamlet and partaking in the discussion will be William Hutt, who is perhaps best known for his many fine performances at the annual Shakespearean Festivals held in Stratford, Ontario.

2. *February 11* . . . GERTRUDE AND OPHELIA

No study can ignore the two women from whom Hamlet becomes estranged. This program will analyse their characters and their relationships with Hamlet. Since these roles were originally performed by boy actors, the effect upon later performances wherein the roles were taken by women will be touched upon. Frances Hyland, who can count among her triumphs a remarkable performance of Ophelia, and Robertson Davies, distinguished Canadian author, will bring their ideas to the discussion.

3. *February 18* . . . STRUCTURE

On this program, the panel will discuss the shape of the tragedy and make some practical observations regarding production of the play. The director's point of view will include that of John Hirsch, Artistic Director of the Manitoba Theatre Centre and Associate Director of the Festival Theatre at Stratford, Ontario.

4. *February 25* . . . LANGUAGE

This final program will analyse Shakespeare's powerful use of words and conclude with the last scene of *Hamlet* as a supreme example of his genius. One of our most important Canadian poets, Earle Birney, will talk about the poetry of Shakespeare.

RELATED AIDS:

FILMS

E-34 – *William Shakespeare: Background for His Works*
E-91 – *Hamlet: What Happens in Hamlet*
E-93 – *Hamlet: The Readiness is All*
E-50 – *The Stratford Adventure*

French

SENIOR DIVISION (GRADES 12-13)

TUESDAYS, 11:00–11:15 A.M.

Following the practice adopted for this series, five broadcasts of particular interest to students who are preparing for the Grade 13 examination in French will be presented. These programs will consist of dramatizations based on five of the stories studied intensively from the prescribed text "French Short Stories", edited by E. C. Hills and R. T. Holbrook and will offer excellent experience in developing aural comprehension. A few copies of the notes for teachers will be forwarded to each school before the series begins.

1. *March 1* . . . LA PARURE
2. *March 8* . . . LA FICELLE
3. *March 15* . . . LA MONTRE DU DOYEN
4. *March 22* . . . LE RÉQUISITIONNAIRE
5. *March 29* . . . L'ATTAQUE DU MOULIN

RELATED ACTIVITIES:

To derive most benefit from these broadcasts, it is suggested that students should read and study the stories before listening to the programs. In this way they will become familiar with the general ideas contained in each broadcast as well as with the level of vocabulary. Each presentation will be followed by questions which test general comprehension. Teachers may want to add to these questions to further test the different levels of comprehension among their students.

When the value of the broadcasts as tests of aural understanding has been exhausted, teachers might wish to reproduce copies of the notes for each student. These could be used to further develop the incidents depicted in the programs and might be followed by a written account of the presentations by each student.

French

INTERMEDIATE DIVISION (GRADES 10-11)

TUESDAYS, 11:15–11:30 A.M.

Through the courtesy of the British Broadcasting Corporation, five 15-minute programs chosen from *Early Stages in French* will be presented for students of Grades 10-11. Each broadcast will emphasize spoken French through dramatization of interesting and exciting episodes in the lives of Tante Martine and Victor in Paris, by repetition of words, phrases and sentences and through the singing of a number of French songs. By means of these programs it is hoped students will be encouraged to speak in French and find enjoyment in this accomplishment. Additional notes for teacher use will be forwarded to each school before the series begins.

1. *March 1* . . . LA PATRONNE DU CAFÉ SAINT-JACQUES
2. *March 8* . . . LA VIE DE TOUS LES JOURS
3. *March 15* . . . AU MARCHÉ
4. *March 22* . . . UN PETIT MALHEUR
5. *March 29* . . . DE L'IMPREVU

RELATED ACTIVITIES:

Copies of the notes may be mimeographed for each student to be used before, during or after the broadcasts if it is felt that this would be advantageous. The words of the songs to be sung could be put on the chalkboard. It is suggested that the drill devices used would continue between programs to increase fluency in listening to and speaking the French language.

RELATED AIDS:

FILMS

L-7 – *A Paris*

Music from the Secondary Schools

INTERMEDIATE AND SENIOR DIVISIONS (GRADES 9-13)

WEDNESDAYS, 11:15–11:30 A.M.

In these four programs we hear outstanding orchestras, bands and choirs from four Ontario secondary schools.

1. *March 9* . . . THE CONCERT BAND – BARRIE CENTRAL COLLEGIATE INSTITUTE (Barrie)

   Conductor — Mr. W. Allan Fisher

   Procession of the Sirdar — Ippolitoff
   Driftwood Patterns — Julian Work
   Lawrentian Moods — Harry Freedman

2. *March 16* . . . THE SENIOR CHOIR – LANGSTAFF SECONDARY SCHOOL (Thornhill)

   Conductor — Miss Mary Ann Nicholson

   Pavane — Vene
   Canadian Folk Songs — arr. Johnson

3. *March 23* . . . THE SYMPHONY ORCHESTRA – LAWRENCE PARK COLLEGIATE INSTITUTE (Toronto)

   Conductor — Mr. James Coles

   The Last Spring — Grieg
   Fifth Symphony, First Movement — Beethoven

4. *March 30* . . . THE SENIOR CHOIR – RIVERDALE COLLEGIATE INSTITUTE (Toronto)

   Conductor — Mr. Ralph Peters

   Yugoslavian Folk Song — *The Ussars* — Matyas Seiber
   I Know Where I'm Goin'— arr. Harold Noble (SSA)

Daily Schedule of Secondary School Broadcasts

TUESDAY

Title of Series	*Dates*	*Time*
Guidance (9–10)	Sept. 28, Oct. 5, 12, 19	11:00 – 11:22
About Guidance (9–10)	Sept. 28, Oct. 5, 12, 19	11:22 – 11:30
Classics (10–13)	Oct. 26, Nov. 2, 9, 16, 23	11:00 – 11:15
Geography (9)	Oct. 26, Nov. 2, 9, 16, 23	11:15 – 11:30
Senior English (11–13)	Nov. 30, Dec. 7, 14, Jan. 4, 11, 18	11:00 – 11:30
Senior History (12–13)	Jan. 25, Feb. 1, 8, 15, 22	11:00 – 11:30
French (12–13)	Mar. 1, 8, 15, 22, 29	11:00 – 11:15
French (10–11)	Mar. 1, 8, 15, 22, 29	11:15 – 11:30

WEDNESDAY

Music From the Secondary Schools (9–13)	Mar. 9, 16, 23, 30	11:15 – 11:30

FRIDAY (Canadian)

Behind the News (9–10)	Oct. 1 – Jan. 28, Mar. 4 – Apr. 1	11:00 – 11:08
How Do You Say Hello? (9)	Oct. 29, Nov. 5, 12, 19	11:08 – 11:30
Christmas in Saskatchewan	Dec. 17	11:00 – 11:30
Shakespeare (11–13)	Feb. 4, 11, 18, 25	11:00 – 11:30

ONTARIO SCHOOL RADIO BROADCASTS

NETWORK

Beginning September 27th, school radio broadcasts will be carried by the Canadian Broadcasting Corporation stations listed below and by a number of private stations affiliated with the CBC network.

CBC programs are scheduled for presentation

11:00-11:30 a.m. E.S.T.

CBM	Montreal	CBL	Toronto
CBO	Ottawa	CBE	Windsor

Please CONSULT YOUR LOCAL STATION regarding coverage in your area.

The Department of Education is indebted to the Canadian Broadcasting Corporation and the private stations for the continued co-operation and support in carrying the regular school radio programs.